

Rhode Island Department of Education  
Office for Diverse Learners

School Support System Report and Support Plan for the  
**Lincoln School Department**  
**March 2009**

# **SCHOOL SUPPORT SYSTEM**

## **A Collaborative System of Focused Monitoring**

### Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this, the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
  - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - The quality and effectiveness of programs and services provided by the district.
  - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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Lincoln School Department  
School Support System Review  
March 2009

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1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	The Lincoln School Department currently provides individualized educational programs (IEPs) for approximately 585 students with disabilities throughout its two Early Learning Centers, five elementary schools, one middle school, one high school, and specialized non-public settings. Approximately 21% of Lincoln students from preschool through graduation, or through age 21, are identified as having disabilities and eligible for IEPs.	Document Review Data Analysis District Presentation		
Performance	2	<p>Performance of Lincoln students receiving special education services in comparison to students not receiving special education services reflects gaps in achievement between students with and without disabilities.</p> <p>For example, among Lincoln 6<sup>th</sup> and 8<sup>th</sup> graders in the 2008-2009 school year, 78% overall evidence proficiency in reading; 32% of 6<sup>th</sup> graders with IEPs and 42% of 8<sup>th</sup> grade students with IEPs achieved this level. In mathematics, 64% of 6<sup>th</sup> graders and 69% of 8<sup>th</sup> grade Lincoln students overall demonstrated proficiency; 17% of 6<sup>th</sup> graders with IEPs and 24% of 8<sup>th</sup> grade students with IEPs met or exceeded proficiency in mathematics. In writing, 55% of Lincoln 11<sup>th</sup> grade students overall were proficient for the 2008/2009 school year; 20% of 11<sup>th</sup> grade students with IEPs evidenced similar proficiency in writing.</p> <p>The school department has strategies underway to close achievement gaps in reading, with mathematics strategies its next priority. Achievement gaps between Lincoln students with and without disabilities are generally comparable to gaps found statewide.</p>	Data Analysis District Presentation Document Review		
Performance	3	The Lincoln School Department's district wide strategic plan expresses the following district mission and objectives:	District Presentation Document Review		

		<p>Mission: The Lincoln Public School District, an educational system with a tradition for excellence, challenged by growth and diversity, is dedicated to building a partnership of home, school, and community, in order to provide educational opportunity through standards-based curriculum and high quality instruction so that all students can learn the skills to be productive citizens in a global society.</p> <p>Objectives:</p> <p>#1 Annually, student achievement will meet or exceed the measurable state targets in the areas of literacy, mathematics, and science as measured by required state assessments.</p> <p>#2 The Lincoln School Department will continue to plan, revise, and implement a standards-based curriculum on a Pre-K-12 continuum.</p> <p>#3 The district and every school will develop and maintain a comprehensive home, school, and community partnership.</p> <p>#4 The Lincoln School Department will develop and implement a comprehensive plan that supports improved instructional programs, space, and facilities.</p>			
Performance	4	<p><b>Leadership</b></p> <p>The district level administrators, including Superintendent and Directors of Student Services and Curriculum, work together as a team and are committed to strengthening parent and community partnership and to promoting inclusion and achievement for Lincoln students with disabilities.</p>	<p>District Presentation</p> <p>Administrator Interview</p> <p>Faculty Interview</p> <p>Parent Interview</p> <p>Document Review</p>		

Performance	5	<b>School Improvement</b> Across the district there is evidence of active, ongoing school improvement focused on student achievement and outcomes, with clear district and school missions. School Improvement Teams meet routinely, and most include special educators, parents, and community members.	District Presentation Administrator Interview Faculty Interview Parent Interview Document Review		
Performance	6	<b>Professional Development</b> The Lincoln School Department provides a variety of professional development activities aligned with district and school strategic directions. The district supports job-embedded professional development through ongoing collegial collaboration and consultation, including literacy and math coaching, evident at the elementary and middle levels and supported through scheduled common planning time for general/special education teams as well as grade level teachers.  There is a district level professional development calendar available online. Aligned with the district strategic plan, the calendar details many offerings specific to preschool, elementary, middle level and high school. Sample topics: <ul style="list-style-type: none"> <li>• SpringBoard training in Math and English Language Arts</li> <li>• College Board SpringBoard training in Math and English Language Arts</li> <li>• IEP Training</li> <li>• New Mentor Training</li> <li>• Math GLE &amp; AAGSE</li> <li>• Curriculum Mapping/Curriculum Mapping Software Training</li> <li>• Algebra, Numbers &amp; Geometry</li> <li>• East Bay Education Collaborative Scientific Notebook/Scientific Notebook Discussion Session</li> <li>• Managing Anti-Social Behavior</li> <li>• Words Their Way Support Session</li> <li>• Social Cognitive Disorders</li> </ul>	District Presentation Administrator Interview Data Analysis Faculty Interview Document Review		

		<ul style="list-style-type: none"> <li>• Setting a Purpose for Reading</li> <li>• Beginning Running Records</li> <li>• Activities to Encourage Reading Comprehension</li> <li>• Constructing Responses to Informational/Lit. Text</li> <li>• Curriculum Advisory Council-Open Membership</li> <li>• Effective Communication Between Home &amp; School</li> <li>• Thinking Math</li> <li>• Reading Comprehension</li> <li>• Writing for Audience &amp; Purpose</li> <li>• National Board Overview</li> <li>• Health Curriculum Revision</li> </ul> <p>The district has accessed the IEP Network, through RI Department of Education/RI Technical Assistance Project, for formal training on the new IEP format, and the Director of Special Education followed up this fall with an inservice session for faculty.</p>			
Performance	7	<p>Lincoln teachers from preschool through high school have in common the following staff development activities in which they report the most frequent participation:</p> <ul style="list-style-type: none"> <li>• Exchanging resources/lesson plans with teachers in their own school;</li> <li>• Staff development within their team; and</li> <li>• Workshops provided through the district</li> </ul> <p>Elementary and middle level staff also report high levels of participation in staff development within their own grade levels. High school staff report high participation in peer coaching with other teachers.</p>	<p>SALT Survey Teacher Self-Reports Faculty Interview</p>		
Performance	8	<p>Among 41 topics, Lincoln faculty from preschool through high school levels share a high interest in staff development in strategies for providing students with active, “hands-on” learning. Working with “at-risk” students is a top staff development interest shared by elementary and high school faculty.</p>	<p>SALT Survey Teacher Self-Reports Faculty Interviews</p>		



		<p>Preschool through middle level faculty rank among their top eight interests and needs in common the following staff development activities:</p> <ul style="list-style-type: none"> <li>• Strategies for teaching a broad range of ability levels in the same classroom and</li> <li>• Inclusion of special education students into regular classrooms</li> </ul> <p>Middle level and high school level faculty rank among their top eight interests and needs in common the following staff development activities:</p> <ul style="list-style-type: none"> <li>• Using computers as part of instruction;</li> <li>• Mastery learning techniques</li> <li>• Cooperative learning and/or small group teaching practices</li> <li>• Alternative/authentic assessment practices</li> </ul> <p>Unique to high school faculty as top interests/needs are the following staff development activities:</p> <ul style="list-style-type: none"> <li>• Reading skill development</li> <li>• Developmentally appropriate instructional methods</li> </ul>			
Performance	9	<p>Teachers also indicate a need or interest in additional or continued professional development in the following areas:</p> <ul style="list-style-type: none"> <li>• Consistent systems for data collection and charting, as well as positive behavioral support strategies, to build into the Response to Intervention (RTI) process (elementary level);</li> <li>• Systematic implementation of RTI systems (secondary level);</li> <li>• How functional behavioral assessment (FBA) results regarding the “function” of students’ behavior is used as the basis for individualized behavioral support plans;</li> <li>• Job-alike professional development opportunities</li> </ul>	District Presentation Faculty Interviews		

		<p>for specialists such as therapists; and</p> <ul style="list-style-type: none"> <li>• Consideration of alternative ways to address the multiple needs of special educators to participate in job-alike and in grade level staff development.</li> </ul>			
Performance	10	<p><b>Instructional Strategies and Supports</b></p> <p>Throughout classrooms in the district, there is evidence of student centered, teacher-facilitated, differentiated instruction aligned to grade level expectations (GLEs) or grade span expectations (GSEs), supported by posted performance criteria/rubrics, modeling, cooperative learning, student problem solving, posted student work along with homework assignments, independent self-selected reading, and journal writing. District emphasis is on instructional strategies to provide:</p> <ul style="list-style-type: none"> <li>• Clear expectations of the subject matter</li> <li>• Built upon student differences</li> <li>• Continual assessment and instruction</li> <li>• Adjust content, process, and product based on student readiness, interest, and learning style.</li> <li>• Flexibility to provide maximum growth and individual success</li> </ul> <p><b>Use of Student Assessment and Performance Data to Inform Instruction</b></p> <p>Performance of students with disabilities on state and local assessments is analyzed at the administrative level. District administrators have led and supported efforts to close student achievement gaps in reading and are currently enhancing efforts to improve gains in mathematics. To support progress of students with disabilities, district leaders promote IEPs informed by:</p> <ul style="list-style-type: none"> <li>• GLEs and GSEs</li> <li>• Behavioral Intervention Data</li> <li>• Progress Monitoring Data</li> <li>• Student/Teacher Collaboration</li> </ul>	<p>District Presentation Administrator Interview Faculty Interview Document Review Observation</p>		

		<p><b>Reading/Literacy Supports</b> Reading/literacy support is an emphasis throughout the district.</p> <p>The elementary schools are staffed with reading/literacy specialists who work with individual students, groups, and whole classes, as well as co-teach and consult with school faculty. Reading/literacy specialists also participate on problem-solving teams to implement added interventions for students needing additional reading support through interventions or special reading programs. Additional supports through the Title I program are available for targeted assistance at Northern Early Learning/Elementary School in both reading and mathematics.</p> <p>At the middle school, there are three reading specialists providing a continuum of reading services including teacher and parent consultation, collaborative teaching and direct instruction. In addition reading specialists are trained in the Wilson reading model. Assessment analysis of the DRA, DRP and GRADE provide reading tier determination and instructional strategies.</p> <p>At the high school 9<sup>th</sup> grade students reading two or more years below grade level are enrolled in a 90 minute Reading Ramp Up class. These are co-taught classes (general educator and special educator and the reading specialist). Students who are significantly below grade level may review Wilson reading instruction or get individualized assistance from the MY Reading Coach software. There are two reading specialists at the high school. They teach reading and go into various content area classes to provide support for comprehension and proficient reading habits. In addition, there is an opportunity for teachers to co-plan with the reading specialists on Fridays. Many teachers have utilized this coaching opportunity.</p>			
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Performance/ Compliance	11	<p><b>RTI</b></p> <p>Lincoln schools provide a three-tiered system of interventions to support student learning. The system is currently refining ways to systematically track and graph data confirming student response to those interventions (RTI) to inform and adjust interventions accordingly.</p> <p>Lincoln employs a problem-solving team approach to implementing RTI. Problem-solving teams (PST) are in place at all schools, with varying levels of development. RTI procedures and forms are now compiled in a binder available to all elementary schools and in development for grades 6 – 12.</p> <p>The problem-solving process and implementation of RTI as an instructional support strategy for every student is fully embedded into practice at the preschool through first grade levels.</p> <p>RTI is well under way as well at the elementary level. In addition to a number of academic interventions implemented by PSTs, there are some teams that focus separately on Positive Behavioral Interventions and Supports (PBIS) to support faculty in applying Tier 1 and Tier 2 behavioral interventions as part of RTI.</p> <p>At the elementary level, there appears variable comfort with the practice of RTI and understanding of it as an instructional support option. There is lingering confusion among some elementary faculty whether the district policy prohibits referrals for students not first “referred” to the PST. Some teachers report an understanding that a student for whom a disability is suspected cannot be directly referred for consideration of special education evaluation and perceive RTI as presenting a roadblock to special education referrals.</p>	<p>District Presentation Administrator Interviews Faculty Interviews Observation Document Review</p>	<p>The district will:</p> <p>1-at the elementary level, clarify the district policy regarding possibility of direct referrals for special education evaluation.</p> <p>Timeline: Tools for baseline assessments, data collection &amp; monitoring in place by September, 2009</p> <p>2-at the middle level, develop a systematic process for reviewing and documenting data re: student response.</p> <p>3-at the high school level, establish a structured RTI process.</p> <p><b>Timeline:</b> Immediately and ongoing. Progress check: December 1, 2009</p>	<p><b>Issue Resolved</b></p> <p>1-Clarification of district policy regarding the possibility of direct referrals for special education evaluations was addressed immediately by the Director of Student Services and the Director of Curriculum with School administrators, special education/ regular education teachers, as well as members of the Problem solving teams at the elementary level. Monitoring has continued through out the year.</p> <p>2- In the upcoming school year we will continue our work to expand our training and support for successful implementation of RTI at the secondary level (middle and high school) by working with RIDE and the new support system in addition to retaining an onsite consultant and coach at each level to further refine</p>
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		<p>The Lincoln Middle School PST meets as needed and is comprised of a School Administrator, General and Special Educators, the Diagnostic Prescriptive Teacher, a Social Worker, the School Psychologists and a Reading Specialist. The PST has partnered with the school's Positive Behavior Intervention System (PBIS) Team to supports students who are experiencing behavioral health challenges and or failing three and or more subjects. Strategies for collecting/charting data for monitoring student progress are at the beginning stages.</p> <p>At the high school level many staff are unaware of the Response to Intervention/Problem Solving Team. The current PST at the high school meets through the evaluation team. It is chaired by an administrator. Staff who are familiar with the PST/RTI report that it is a "work in progress".</p> <p>(RIGL Sections 300.307 and 300.309)</p>			<p>documentation and implementation of focused interventions at the secondary levels.</p> <p><b>3-</b>An RtI team at the high school has been established and is in its infancy. Director of Student Services, Curriculum Director, Members of the High School Administration and faculty have participated in the RTI trainings provided by RIDE. These trainings have led to discussions on how we can move toward RTI system at the secondary level. We have also focused a portion of our ARRA funding to provided professional development for faculty and provide opportunities for early intervening support for students in the area of mathematics (tutorial program).</p>
Performance	12	<p><b>Common Planning Time</b>  <b>Preschool/Elementary Level</b>  Common planning time at the elementary level is regularly scheduled for both collaborating teams in inclusive classrooms as well as across grade levels. General and special educators as well as therapists and coaches routinely co-plan and share instruction. Many faculty report</p>	<p>District  Presentation  Administrator  Interview  Faculty Interview  Document Review  Observation</p>		

		<p>that they often exchange plans and ideas incidentally throughout other times of the school day, particularly in instances where co-teaching occurs. Some faculty agree to meet before or after school in addition as needed.</p> <p>Notable are a few early childhood faculty who regularly co-plan in the evenings their subsequent weeks' lessons, to enable them to communicate in advance with therapists and other specialists, such as low vision teachers, who prepare materials in advance to coordinate with upcoming themes and lessons. The many faculty who co-teach use incidental and informal opportunities to exchange ideas, adapt instruction on the spot, and adjust their plans. Grade level meetings also occur monthly at a district-wide level, but special educators are usually called to a separate Department meeting and are not able to participate in these grade level meetings.</p> <p><b>Middle Level</b> Common planning occurs primarily through grade level teams, although staff also meet in department meetings that include general and special educators as well as in team leader and faculty meetings. Grade level teams meet every other day for 45 minutes to address classroom and team instructional strategies with a focus on student progress/data analysis, classroom management, and cross content planning.</p> <p><b>High School</b> Staff at the high school have common planning time per the high school and middle school regulations.</p>			
Performance /Compliance	13	<p><b>Special Education Advisory Committee:</b> The district attempts to implement the regulatory requirement to establish a local advisory committee (LAC) on special education, expected to be comprised of a group with at least 50% of its members being parents of students</p>	District Presentation Faculty and Parent Interview Document Review	The district will obtain assistance from the RI Parent Information Network to work with the Student Services Office and current LAC to ensure that a properly constituted	<p><b>Issue Resolved.</b></p> <p>The Lincoln School District has established a Local</p>

		<p>with disabilities and also including district leaders, faculty, a person with a disability, and other community members.</p> <p>Presently, the Lincoln Special Education Parent Advisory Committee (SEPAC) consists of a dedicated Committee Chairperson and Secretary. In recent years, the SEPAC and district leaders have worked successfully to create a collaborative relationship. The SEPAC attempts to support the full range of parents and sometimes assists parents to access services from outside agencies. The SEPAC is currently developing a brochure about its mission and functions. (RIGL Section 300.900)</p> <p>Four informational meetings are held at varying schools to encourage community participation, and meeting topics are based on parent input and interests solicited at the June wrap-up meeting. Dates are posted on the school website and on the high school's monthly calendar. Flyers are created by the SEPAC Secretary and produced and disseminated by the district administrators. Snacks at meetings are prepared in collaboration with high school students and the Transition Coordinator. Attendance at meetings ranges from 5 – 20 attendees and also includes the superintendent, director of special education, and high school principal. Guest speakers from the school district, R.I. Department of Education, and the community have presented this year at SEPAC meetings. Examples of topics this year include proactive ways to recognize and prevent school violence; new IEP product and process; and Assistive Technology.</p> <p>The present challenge for the Lincoln SEPAC is to develop its membership to ensure a committee comprised of a standing group of regular members, including additional parents, community members, an individual with disabilities, and other representatives delineated in regulations.</p>	Consolidated Resource Plan	<p>committee consistent with state regulations is in place with regularly scheduled committee meetings.</p> <p><b>Timeline:</b> Immediately and ongoing. Progress check: December 1, 2009.</p>	<p>Advisory Committee on special education which is comprised of at 50% of its members being parents of students with disabilities. With the assistance from the RI Parent Information Network, we have formed a standing Leadership Team for the committee that has begun to meet regularly. The committee will continue its work with RI Parent Information Network to participate in workshops/ training provided by RIPIN focused on developing district wide parent leaders in the Fall.</p>
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Performance	14	<p><b>School Efforts to Partner with Parents</b></p> <p><b>Elementary level</b>  The elementary schools have developed a range of opportunities for family partnership, including many vehicles for information sharing about students and school, special events, adult learning sessions such as parenting or social development, family education about supporting student learning, school improvement participation, and program or policy development work. At the preschool level, parent partnership is additionally supported through home visits, support groups, and special topical workshops. Parent-teacher organizations are active at the elementary level, sponsoring a variety of activities and fundraisers.</p> <p><b>Middle level</b>  The Lincoln Middle School engages families through participation on the school improvement teams, school based activities and varying methods of home school communication. The Middle School parent teacher conference night features student-led conferencing, with students presenting a portfolio of their work and discussing with parents their academic goals, expectations, and reflections and parents providing feedback to the process and exploring increased parent involvement.</p> <p>The middle school Parents and Community Together (PACT) is a voluntary group of middle level parent and community members that meets monthly to coordinate events, fundraising, volunteering and or chaperoning school events and to provide overall support to the school community.</p> <p><b>High School</b>  The Lincoln High School also engages families through participation on the school improvement teams, school</p>	District Presentation Parent Interview Administrator Interview Faculty Interview Document Review Observation		
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		based activities and varying methods of home school communication. In addition to a parent group and booster clubs, the high school uses School Max Plan which allows parents to access their child's grades and progress on a daily basis if desired.			
Performance	15	<b>Family Literacy Center</b> The town of Lincoln supports a Literacy Center which offers a variety of after-school programs open to all students, parents, and community members.  Families are invited to professional development sessions on literacy. There is a library of books which can be borrowed over the summer and parents can learn about way to engage their child in reading.	District Presentation Faculty Interview Parent Interview		
Performance	16	<b>Partnerships</b> The Lincoln School Department has a number of partnerships with both higher education and community agencies. The following organizations illustrate a few examples: <ul style="list-style-type: none"> <li>• Rhode Island College, Community College of RI, Johnson and Wales University, and Providence College</li> <li>• Lincoln YMCA</li> <li>• Coventry Credit Union- Volunteers and Funding for Gerwick Puppets</li> <li>• Family Literacy Center- Literacy after-school support</li> <li>• CVS Incorporated- Donations to Artist In Residence Program</li> <li>• Rhode Island Novelty- Reading Incentives for Treasure Box Items</li> <li>• Shaws Super Market- Donations to Artist in Residence Program.</li> <li>• Consultants from Autism Project</li> <li>• RIPIN Connection</li> </ul>	District Presentation Administrator Interview Faculty Interview Document Review Observation		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Performance Plan information regarding Lincoln Program Placement Data is as follows:</p> <p>The percentage of students who are educated in general education settings 80 to 100% of the time is 63.78%. (RI District Average is 62.85%)</p> <p>The percentage of students who are educated in general education settings for less than 40% of the time is 15.86%. (RI District Average is 18.11%)</p> <p>The percentage of students who are educated in private separate schools, homebound/hospitalized, and private residential schools is 2.34%. (RI District Average is 3.14%)</p> <p>If a district's profile is one (1) standard deviation from the RI district average for any one target, the district is considered discrepant for the that target. Lincoln's profile is not considered discrepant for these targets.</p>	Data Analysis RI State Performance Plan (SPP)		
Performance	2	<p><b><u>Disproportionality</u></b> Regarding disproportionate representation of racial and ethnic groups in special education for the disability category of Other Health Impairment, December 2006 - 2008 data indicates disproportionate representation and significant disproportionality. Upon review of Lincoln School Department policies, procedures, and practices, it is evident that this</p>	Data Analysis RI State Performance Plan (SPP)		

disproportionality *is not* due to inappropriate identification practices. Data trends support this finding.

Regarding disproportionate representation of racial and ethnic groups in special education for the disability category of Emotional Disability, December 2006 -2008 data indicate disproportionate representation approaching significant disproportionality levels (risk ratio 2.5 or higher). Increasing numbers of students with IEPs for ED with decreasing overall enrollment numbers result in a rising risk value.

Note: Numbers of students in Asian, Black, Hispanic, and Native American groups are too small to judge for disproportionality.

			National Risk	
	OHI	White	2006	0.90%
			2007	0.85%
Year	# IEP	# enrollment	Risk= IEP/enrollment	Risk Ratio = risk/national risk
2006	128	3228	3.97%	4.41
2007	117	3181	3.68%	4.33
2008	103	3106	3.32%	3.90
National Risk				
	ED	White	2006	0.69%
			2007	0.72%
Year	# IEP	# enrollment	Risk=IEP/enrollment	Risk Ratio = risk/national risk
2006	52	3228	1.61%	2.33
2007	55	3181	1.73%	2.40
2008	60	3106	1.93%	2.68

#### **Definitions**

- Risk = # of student group with IEPs/ # of student group enrolled
- Risk Ratio = District risk/National risk or State risk/ National risk
- Disproportionate over or under representation plus inappropriate

		<p>identification representation = practices</p> <ul style="list-style-type: none"> <li>-Significant disproportionally = Risk ratio of 2.5 or more</li> <li>-Risk ratio of 1 = no disproportionality</li> <li>-NA = N &lt; 10 or risk &lt; 1% difference from national risk</li> </ul>			
Performance	3	<p><b>Program Continuum</b></p> <p><b>Two Early Learning Centers: PreK-1<sup>st</sup> Grade:</b></p> <p>The Lincoln School Department provides special education and related services at the preschool through first grade levels at two Early Learning Centers, utilizing inclusive preschool classrooms that operate four half-day sessions per week. [There is currently no full-day kindergarten in the district.] Each of the Pre K, Kindergarten, and 1st grade classrooms benefits from the support of a teacher or classroom assistant.</p> <p>Typically developing peers comprise more than half of each inclusive preschool group and are selected based on screening results and other criteria. Special and general educators co-teach full-time in the integrated Kindergarten and 1st grade classrooms. Inclusion also extends to therapeutic approaches, and peers often join the students with IEPs leaving the classroom for therapy sessions.</p> <p>Within the context of the general curriculum at the early learning levels, there is a fluid continuum of services from low to high intensity. This contributes to a context where most children who receive specialized services receive them within the regular education classroom.</p> <p>Some concern was expressed that there has been on occasion students that some team members felt needed a more restrictive setting, but were advised to offer the supports within an inclusive general education class. There is one available self-contained classroom at Northern Early Learning Center.</p>	<p>District Presentation Administrator Interview Faculty Interview Parent Interview Document Review Observation</p>		

		<p>The high expectations and effective, developmentally challenging learning experiences afforded to all children in the inclusive groupings are apparent. Transdisciplinary practice among general and special educators, itinerant teachers and therapists is notable. A whole-child, standards-based approach featuring co-teaching, co-treatment, peer learning, and deliberate use of fun, meaningful, incidental learning throughout the natural routines of the day are clearly evident. Many staff go out of their way to co-plan outside of the scheduled school day and to create opportunities to engage families in supporting children's learning.</p> <p>Speech and language therapy by appointment is also provided for those preschool aged children requiring only this service.</p>			
	4	<p>Assistive technology and visual supports are featured throughout the Early Learning Centers and include:</p> <ul style="list-style-type: none"> <li>• Object schedules</li> <li>• Classroom computers (some with touch screens &amp; many different programs based on the needs of the children in the room)</li> <li>• Communication programs and systems, PECS books</li> <li>• "Go Talk" – an assistive tech device for nonverbal students</li> <li>• Adaptive equipment, adaptive chairs</li> <li>• Projectors</li> <li>• Smart Boards</li> </ul> <p>Sensory development is a strong component of the Early Learning Centers, offering a "sensory diet" supported by therapeutic swings, weighted garments, pressure vests, body socks, trampoline, fidget toys, access to chewy foods, and texture tables.</p>	<p>District Presentation Observation Faculty Interview Observation</p>		
Performance	5	<p><b>Elementary Continuum Grades 2-5</b></p> <p>The context of a full continuum of services from low to high intensity within general education extends into the elementary</p>	<p>District Presentation Administrator</p>		

		<p>level, where most children who receive specialized services receive them within the regular education classroom. Classrooms offer varying levels of support from their teachers and a range of team members or from faculty in co-taught "inclusion" classrooms.</p> <p>For children needing more time in a separate setting, a special class has been configured. However, these students spend as much time as appropriate with their peers in general education. Support is provided by special educators, teacher assistants and/or one-to-one assistants as individually appropriate. General education supports, such as reading specialists, also play an important role in supporting students with disabilities.</p>	<p>Interview Faculty Interview Document Review Observation</p>		
Performance	6	<p><b>Middle Level Program Continuum Grades 6-8</b> Middle school teams have a special education continuum which includes intensive instruction and resource aligned to students' IEPs. Student placement is directed by individual student academic level and is flexible. To determine placement in either <i>beyond grade level</i> classes and or A/B classes, students are assessed in math and English language arts at each grade level.</p> <p>There are three teams at each grade level, each with an assigned special educator. The special educator may work directly with a student with an IEP to support his/her participation in a general education class, and/or indirectly with the student's general educator to modify and/or adapt instructional techniques and methods to meet the student's individual needs.</p> <p>Period E is utilized as a skills/enrichment period for all students. Students who need academic support often receive services during this period to address needs as delineated by their IEP.</p> <p>At each grade level, there is also a Collaborative (co-teaching) team. Students with significant instructional needs as well as</p>	<p>District Presentation Administrator Interview Faculty Interview Document Review Observation</p>		

		<p>general education students are grouped together with a full-time co-teaching team of one general and one special educator. In addition to co-teaching, the special educator adapts and modifies instruction for students with special needs, depending on student need and scheduling. The general educator is responsible for assuring the entire class is accessing the general education curriculum. Collaborative classrooms are supported by teacher assistants and/or students' one-to-one assistant.</p> <p>For students with more significant learning challenges needing individualized direct instruction and life skills experiences, a self-contained setting is available. As appropriate, students participate with their typically developing peers in co-curricular classes and core content classes. Of the group of students requiring this option, a small number eligible for alternate assessment and a life skills curriculum have limited community experiences to support their alternate curriculum.</p>			
Performance	7	<p><b>High School Program Continuum Grades 9-12</b></p> <p>At the high school, focus for school improvement is in the areas of math and reading. This is accomplished through professional development, common planning time ensuring a common language, and review of differentiated instruction/understanding by design. The Literacy Committee has also been instrumental in developing and sharing learning strategies for all teachers.</p> <p>Common school rubrics are also in the process of being implemented. The speech and language pathologist has developed "Rubrics on the Road". This is a program to review and discuss the common language of the school rubric with all students. Currently, the problem solving rubric is under development. This will focus on problem solving skills across the curriculum and is an ongoing process.</p> <p><b>Special Education Leadership Structure at the High School</b></p> <p>There is a department chair and a diagnostic prescriptive</p>	<p>District Presentation Data Analysis Meeting Interviews Observation</p>		

	<p>teacher at the high school. The DPT typically facilitates the Evaluation Team meetings and is lead for all processes relating to the ET meetings if the administrator is absent. The teachers are the lead for organizing the IEP process for the students on their case load. The department chair facilitates the biweekly special education department meetings and reviews teacher's case loads.</p> <p>Teachers at the high school reported feeling very supported by the building principal and assistant principals.</p> <p>The high school program continuum is as follows: Lincoln High School has four types of academic classes, Honors, College Prep, General and Basic. A number of students who take the Basic classes are in the self-contained settings.</p> <p>-Co-teaching (co-teaching other ELA and math, social and science). This option offers a special and general educator in the classroom. Some co-taught classes have special educators two to four days (four for ELA and math and 2-3 for social studies and science) per week; other classes have special educators every other day. Co-teaching roles vary among classrooms depending on the teachers involved. Some elective classes (i.e., auto shop, home improvement, <i>Wheels of Learning</i> [construction]) also have a co-teaching component).</p> <p>-One Life Skills class, a mix of ages and needs. Students in this class currently consist of students who have significant learning and/or social emotional challenges.</p> <p>-One Severe/Profound class, also a mix of ages and needs. Students in this program are considered to have more significant needs and participate in a daily life skills class one period each day. Students in this group also participate in aqua therapy at Artia-Lincoln (an assisted living faculty).</p>			
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Compliance	<p>Transition Program (Career Studies I and Career Studies II). The focus of this program, for students 18-21 years of age, is on community-based endeavors with an eye toward adult living and job skills/exploration. A job coach supports students in school-based and community-based work experiences. These experiences include Cintas food Services, Anchor Subaru, Children's Workshop, Lonsdale First Station and the Dollar Depot. The teacher of this program also works for the town providing social networking for alumni of this program. This link has been successful in providing continued connections for students who have exited school.</p> <p>--Connections Programs (two classrooms), serving students with significant social/emotional challenges. A work study component offers participation in job exploration for part of the students' day. Students complete the same common tasks as their typically developing peers. Teachers report utilizing curriculum materials that they developed from prior co-teaching experiences. In one of these classes, general education textbooks are not utilized; in the other, they are used partially. For students who are too anxious to attend general education health classes, health class is also taught by the classroom teacher. For this program, there is a concern about equity of access to the general education curriculum. (RIGL Section 300.47)</p> <p>Currently, there are two general education students who participate in the Connections Program. One student attends for one period (Study Skills) and the other student attends the program for all the student's core content academic classes. The student who attends all day was placed on a teacher's roster with limited prior communication or information. Information procurement about the reason for the student placement in the class is still in process.</p> <p>Related services are provided per IEP needs (speech, occupational therapist, physical therapist). Adaptive physical</p>		<p>The district will:</p> <p>1-Clarify with appropriate staff the requirement for access to the general curriculum, including the use of district texts; Building level administrator and Department Chair will monitor.</p> <p>2- Establish a communication protocol between the Connections Program and Guidance Department to ensure clear communication regarding students' placement and individual needs prior to placement.</p> <p>3- review and reconsider ways to ensure that all students receive physical education from a certified physical education teacher.</p> <p><b>Timeline:</b> Immediately and ongoing. Progress Check:</p>	<p><b>Issue Resolved: Immediately</b></p> <p>1-Clarify with appropriate staff the requirement for access to the general curriculum, including the use of district texts; Building level administrator and Department Chair will monitor.</p> <p>2- Establish a communication protocol between the Connections Program and Guidance Department to ensure clear communication regarding students'</p>
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		<p>education occurs on a daily basis (last period). There are 15 students who participate in adaptive physical education (APE). The stretching routine is two-pronged: to develop a range of motion in all muscles and joints and to prepare students for a lifetime of activity and leisure.</p> <p>There are two social workers at the high school (one full time and one two-fifths time). The school psychologist is at the high school half-time.</p> <p>Lincoln High School has chosen student portfolio and exhibition for its Performance-Based Graduation Requirements (PBGR). Every student in every class completes "common tasks". Some students in the life skills program will receive accommodations or modifications for portfolios or exhibitions as appropriate, but the expectation is that they will complete the common task.</p>		December 1, 2009	<p>placement and individual needs prior to placement.</p> <p>3- review and reconsider ways to ensure that all students receive physical education from a certified physical education teacher.</p>
Performance	8	<p><b>Social Emotional Learning/Positive Behavioral Interventions and Supports</b></p> <p>The Lincoln School Department is a district wide participant in the Rhode Island College, Sherlock Center on Disabilities initiative known as Positive Behavioral Intervention and Support (PBIS). PBIS is a research-based, school-wide approach to positive behavioral strategies. Schools at each level, from Early Learning through High School, are committed to implementing PBIS and are at various stages of implementation. Individual schools have developed a variety of themes for focusing their PBIS efforts. Differences in fidelity of implementation are observed from classroom to classroom. The schools have not yet implemented PBIS Tier 3 (Positive Educational Partnerships—PEP), which adds family-and-community-based "wrap-around" services for students experiencing very significant emotional, social, or behavioral challenges.</p> <p>Schools' RTI efforts are also incorporating PBIS in various ways as part of adding behavioral interventions to support individual students. The School Wide Intervention System (SWIS) is</p>	<p>District Presentation Administrator Interview Faculty Interview Document Review Observation</p>		

		<p>utilized to track office “referrals” as a means of ongoing assessment.</p> <p><b>Partnership to Address Violence through Education (PAVE)</b> PAVE is a curriculum which provides students and parents conflict resolution strategies enhancing relationships at home, school and community. To continue over the summer to build on strategies learned in school, the PAVE program hosts a summer camp for students. Students who graduate from the summer program become trainers and mentors to camp attendees the following year.</p>			
Performance	9	<p><b>Facilities</b> School and classroom facilities at all levels are currently attractive, spacious, well-equipped, and conducive to student inclusion and learning, faculty teaming, and provision of interventions as needed. Space, equipment, and privacy needed to address students’ individual needs and small group work are available and well-utilized. Early childhood areas are developmentally appropriate and conducive to co-treatment, therapies and needed interventions for sensory and physical development. Facilities are accessible as needed, and staff are conversant with evacuation plans for students with mobility limitations.</p>	<p>Document Faculty, Parent and Student Interviews School-wide Observations</p>		

<b>3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
	1	Records of approximately 26 students were reviewed prior to the on-site review by the visiting team. These were selected through a stratified random sampling technique to allow the team to consider a representative variety of students. Students’ records reviewed were accessible and generally well organized. The following findings illustrate the themes that emerged from the record review that will require district attention.	Record Reviews	Assurances will be provided to the Rhode Island Department of Education, Office for Diverse Learners, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section. Timeline: Immediately and ongoing.	

				Progress check: June 2009.	
Performance /Compliance	2	<p><b>Evaluation procedures and protocols</b></p> <p>Most records are in order and include required parent consent documents, copies of evaluation reports, eligibility documentation/evaluation team meeting reports, and evidence of adherence to required timelines.</p> <p>The district meets mandatory timelines for completing the special education referral, evaluation, and IEP processes at a rate of 92%, based on criteria and data reported in the most recent State Performance Plan. There is some evidence of occasional instances where such timelines have been exceeded, most of which are reported to be related to scheduling conflicts or outside evaluation report delays.</p>	SPP Data Record Review SC5, SC6, JK5, JK6, SW4	<p>The district has clarified its procedure to all staff responsible for evaluations to ensure that timelines for eligibility decision-making are met. Should additional evaluative data be received that warrants a review by the evaluation team for reconsideration of eligibility, the team will be reconvened.</p> <p><b>Timeline:</b> Immediately and ongoing.</p>	<p><b>Issue Resolved Immediately</b></p> <p>The district has clarified its procedure to all staff responsible for evaluations to ensure that timelines for eligibility decision-making are met. Should additional evaluative data be received that warrants a review by the evaluation team for reconsideration of eligibility, the team will be reconvened</p>
Compliance	3	<p>Some decisions and functions for which only IEPs teams are authorized under law are being carried out through processes and by teams outside of the IEP process.</p> <p>For example, evaluation team decisions sometimes exceed the purpose of the evaluation step of the referral process and the authority of the evaluation team. Beyond determining students' eligibility as a student with a disability in need of special education, evaluation team reports often indicate, prior to the IEP meeting, which services are to be provided (e.g. the student "qualifies for OT, S/L, PT, APE.")</p> <p>After initial eligibility determination, rather than assigning all subsequent program and reevaluation decisions to the IEP team, the district continues to convene evaluation teams for these functions. Therefore, an evaluation team/report</p>	Record Review SA3, SA4 Faculty Interview	<p>The district has issued a policy clarification at administrative and department meetings.</p> <p><b>Timeline:</b> Issue addressed and resolved.</p>	<p><b>Issue Resolved Immediately</b></p> <p>Policy clarification occurred at the administrative and department meetings.</p> <p>Reminders are given at monthly special education department meetings and weekly meeting with standing members of the Evaluation Teams</p>

		<p>process is being utilized to make reevaluation decisions, to delineate specific reevaluations, and to review evaluation results, rather than assigning these functions, as required, to the IEP team to be addressed in the course of IEP review meetings. Evaluation teams also often decide types of services students with IEPs “continue to be eligible for”.</p> <p>(RIGL 300.23 and 300.321)</p>			district wide by the Director of Student Services.
Performance	4	<p><b>Preschool Screening/Child Outreach</b></p> <p>The district employs one Child Outreach coordinator who coordinates the early intervention-preschool transition process and the district’s Child Outreach screening system.</p> <p>As one means of identifying all children with disabilities, Child Outreach standards developed at the state level set an expectation that efforts to screen preschool children should focus most on three year olds and strive to screen 80% of all 3, 4, and 5 year old residents. The district reports in its current Consolidated Resource Plan that its most recent screening results indicate the following percentages of preschool residents screened through Lincoln’s Child Outreach program:</p> <ul style="list-style-type: none"> <li>• 3 year olds: 73%</li> <li>• 4 year olds: 56%</li> <li>• 5 year olds: 72%</li> </ul> <p>The district preschool screening targets continue to strive for 80% of children in each of the three age groups.</p>	<p>Administrative Interview</p> <p>Document Review: FY09 CRP</p> <p>Faculty Interview</p>		
Performance	5	<p>Prompt access to assistive technology evaluations and other specialized evaluations as indicated, to inform IEP teams of students’ individual needs and potential solutions regarding augmentative communication and adaptive equipment is evidenced at all levels. To ensure both</p>	<p>District Presentation</p> <p>Record Review</p> <p>Faculty Interview</p> <p>Parent Interview</p>		

		appropriate access to assistive technology identified through such evaluations and their application to classroom instruction, the district convenes a district level technology team which includes both general and special educators.	Observation		
Performance	6	<p><b>Functional Behavioral Assessment (FBA):</b></p> <p>Evidence of functional behavioral assessment, when warranted by eligibility category or behavioral challenges, is limited.</p> <p>Responsibility for conducting FBA generally falls to school psychologists. There is some use of the functional behavioral assessment (FBA) format developed by the RI Department of Education, but little evidence of understanding of the individualized team-based design of FBAs. Currently, behavioral assessment reports reflect more traditional behavioral evaluations using either standardized measures or descriptions of behaviors with antecedent and consequential factors.</p> <p>There is limited evidence that behavioral assessment practices have begun to take an individualized approach for each student, examining behavior in multiple settings through interview and observation by multiple adults, to judge student behavior in terms of the <u>function</u> it serves for the student. Contributing environmental contributions and issues, the potential use of environmental (school, community, home) strengths, and the implication of identified <u>functions</u> are not generally identified in assessment reports or highlighted by faculty. The current assessments generally do not yield a hypothesis about the function of behavior and directly inform environmental/social changes designed to enable students to successfully serve identified function(s).</p>	<p>Record Review SA7, SA8, SW2 District Presentation Faculty Interview Observation</p>	<p>The district will provide professional development throughout the district, including using the expertise of in-house staff with expertise in FBA practices.</p> <p><b>Timeline:</b> June 30, 2010. Progress Check: December 1, 2009</p>	

		There is limited evidence that FBA hypotheses are widely understood or utilized as the driving factor in designing behavioral interventions. The reliance on either traditional behavioral assessment or informal hunch without data lead to behavioral management strategies that attempt to shape desired behavior using social or token reinforcers rather than consideration of addressing functions through identified student strengths, restructured environments, or reengineered social structures/interactions such as class meetings, peer helping, or creation of student leadership or helper roles for students experiencing emotional/social/behavioral challenges.			
Performance/ Compliance	7	<p><b>IEP Protocols</b></p> <p>At the preschool level, students' annual IEP goals are aligned with the Rhode Island Early Learning Standards and the implementation of preschool outcomes consistent with Creative Curriculum Outcomes/State Performance Plan. General and special educators attend IEP meetings, and teachers regularly assess student progress against standards.</p> <p>At the elementary through high school levels, students' annual IEP goals are generally aligned, where appropriate, with grade level expectations, with goals reflecting the student's target performance in light of grade level standards.</p> <p>There is some variability in the design of annual IEP goals, with the practice of describing goals that are not observable or measurable, in terms such as "will improve..." occasionally evidenced in goals.</p> <p>In rare instances, IEPs have isolated items that are not completed.</p> <p>Progress reports to parents regarding their child's progress</p>	<p>Record Review JK4, JK5, JK6 SW2, SW3, SW4, SW4, SW6 SC1, SC2, SC4, SC5, SC6</p> <p>Document Review Interview</p>	<p>The district will provide ongoing, in-district professional development regarding the new IEP format and process as well as continue participations in the IEP Network training offerings for Cohort 3. <b>Timeline:</b> Immediate and ongoing.</p> <p><b>Timeline:</b> Immediately and ongoing. Progress check: December 1, 2009.</p>	<p><b>Issue Resolved</b></p> <p>Members of school teams participated in IEP trainings and provided support for other teachers at the individual schools. IEP question and answer periods were provided monthly through special education department meetings.</p>

		toward IEP goals is generally evidenced. Staff are transitioning to the progress reporting format of the new IEP format.  (RIGL 300.320)			
Compliance	8	At the middle school, information regarding student accommodations and modifications is not consistently provided to faculty in the related arts. For students receiving more significantly specialized instruction, support to school personnel is not extended to the related arts faculty. [RIGL 300.323 (d)1,2,(i), (ii)]	Faculty Interviews Student Record Review JK2, JK5	The district has addressed this issue through Case Managers and DPTs, ensuring that duplicate files are made available and prompting the process at the start of each semester at the secondary level.  <b>Timeline:</b> Immediately and ongoing. Progress check: December 1, 2009.	<b>Issue Resolved Immediately</b> All teachers are notified of each semester of any changes to the accommodations and modifications. Teachers are given access to mirror files to review at all grade levels.
Performance	9	<b>Extended School Year :</b> Throughout the district, teachers systematically collect & record data regarding retention/regression/ recoupment of students' skill development. IEP teams consistently consider the nature of each student's disability and apply criteria in determining students' eligibility for ESY.	Record Review Interview		

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<b>Transition from Early Intervention to Preschool Special Education Services:</b> The district has been successful in developing and implementing transitioning preschoolers' IEPs by their third birthday, collaborating with EI, or expediting the process when needed in the case of late referrals, to complete necessary evaluations.	Faculty interview Record Review Parent Interview		
Performance	2	<b>Preschool through Elementary Grades</b> Transition plans and supports from grade to grade are in place, including, for example, proximity of preschool	District Presentation Administrator,		



		<p>classes to kindergarten classes, inclusion of receiving teachers in end-of-preschool IEP review meetings, and mutual exchange of classroom visits for sending and receiving teachers and services providers, resulting in suggestions regarding transition supports and grouping. Parents typically tour upcoming placements, participate in informational sessions, receive informational packets about upcoming expectations, and receive materials for supporting their child's transition over the summer.</p> <p>Teachers have made Digital Photo books of kindergarten room and teachers, and often develop and send home social stories for parents to review with their child during the summer.</p> <p>When students get ready to exit one of the Early Learning Centers, the ELC principal meets with the receiving elementary school principals to share information about the students and to aid in the placement decisions.</p> <p>Preschool and Kindergarten teachers meet several times during the spring to discuss placement, class configurations, and individual student needs. Children about to enter K are invited to take a first bus ride and visit their new setting. Some preschoolers visit kindergarten during "center time" once a week during May and June.</p> <p>At the end of each year, teachers in many programs come together with the building principal and service providers to finalize placements of all students with IEPs.</p> <p>As students prepare to transition, receiving teachers often write a letter to the student telling him/her about the things that she likes to do, what the classroom looks like, and asks him/her to draw a picture of their family. She may also ask students to bring in a favorite object to share with the</p>	<p>Faculty, and Parent Interviews Document Review</p>		
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		class.			
Performance	3	<p><b>Transition to Secondary Level Middle School</b>  Events at the middle school (<i>Meet the Principal</i> night, <i>Welcome Barbeque</i>) are in place to support students' transition to middle level.</p> <p>Activities that support transition of students with disabilities from the fifth grade to the sixth grade include middle school visits and individualized program and placement planning. Students' IEP meetings in their last elementary year are held at the middle school. Separate tours are provided to students who may be anxious about the transition. Special educators communicate with one another from building to building and grade to grade to plan effectively instruction for students with IEPs.</p> <p><b>Special education transition to the High School: 8<sup>th</sup> to 9<sup>th</sup> grade</b>  High school case managers who may be assigned to upcoming students attend those students' 8<sup>th</sup> grade IEP meetings to provide program continuum information.</p>	Document Faculty, Parent and Student Interviews Record Review JK5		
Compliance	4	<p><b>Transition Assessment/Transition Planning</b></p> <p>A system ensuring transition assessment, as required for every student with a disability beginning at age 14, is not in evidence.</p> <p><b>Middle School</b>  Transition planning for students who are 14 years old and/or older with IEPs varies. Though teachers have access to a number of transition assessment and planning tools (Career Navigator, American Careers and the "Blue" Transition Folder) articulation of the process, procedures, and policies are not clear and are unevenly applied. Transition planning for students who are 14 with IEPs,</p>	District Presentation Interviews Record Reviews SW2, SW4, SW5, SW6, JK3, JK5	<p>The district will:  1- restructure leadership, coordination, and professional development regarding transition assessment and transition planning at the middle and high school levels to ensure systematic implementation of these processes; Further, the high school recently received training from the Office of Rehabilitation Services.</p> <p>2-establish a formalized Transition</p>	<p><b>Issue Resolved</b>  Training was provided for all middle school special education teachers from the Transition Advisory Council at NRIC.</p> <p>The District level Transition Coordinator works closely on an</p>

	<p>although a long-standing regulatory requirement, is just emerging.</p> <p><b>High School</b>  The team has been told that it is the case managers' responsibility to complete the vocational assessment and the transition planning portion of the IEP; however, many staff report that the Transition Coordinator is responsible for all assessments related to transition. Some report that the students complete the assessment on the computer, but they are unaware of how to or even whether they can access those assessments. Others send the Transition Coordinator email telling her which students were in need of a vocational assessment. Others report that they do not do vocational assessments for the students on their case load. The understanding is that the Transition Coordinator will facilitate a vocational assessment with the student and pass on the information/data to the case manager. There is a wide array of positive transition options and opportunities for students in Life Skills settings. Teachers acknowledge that for students who are not in Life Skills settings, transition evaluation/planning are areas that need attention in terms of a systemic, coordinated and documented process. Four of the six high school records reviewed did not show evidence of a vocational assessment in the files, so it is unclear what assessment, if any, has been utilized for these students, unless specified on their IEPs.</p> <p>(RIGL 300.43 and 300.46)</p> <p>Staff are unclear about the role and school-based referral process to the Office for Rehabilitative Services (ORS) other than to express that the Transition Coordinator is responsible for that. Further, there is a perception that ORS referrals are only for students with more significant needs.</p>		<p>Council within the district; and</p> <p>3-strengthen its connection with the NRIC Transition Advisory Council to access needed expertise and resources to support implementation.</p> <p><b>Timeline:</b> September 2009 and ongoing.</p> <p><b>Timeline:</b> Immediately and ongoing.  Progress check: December 1, 2009</p>	<p>ongoing basis (monthly) with the middle school team to access career exploration opportunities for students at the middle school.</p> <p>The District Coordinator has provided training for the teachers at the secondary level regarding transition planning and assessment.</p> <p>The Special Education Department Head at the high school has had individuals from outside agencies attend department meetings to provide an understanding of the school-based referral process to ORS. Our local transition coordinator assists special educators in this process and provides additional avenues as needed.</p>
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		<p>(RIGL 300.34 1,12)</p> <p>The Transition Coordinator attends the Transition Advisory Committee (TAC) and disseminates the information. The Coordinator is also the transition coordinator for the middle school, although has not been able to spend time with the middle school this year. Information from the TAC is mailed to teachers at the middle school.</p> <p>Lincoln High School hosts a regional Transition Night. A variety of agencies and organizations are available to meet with parents and families. This is an annual event that is very well attended.</p> <p>Case managers are responsible for completing the Summary of Performance (SOP) for students on their case roster. A few examples of completed Summaries of Performance containing the required components and very thoroughly completed are in evidence. Also observed is an example of a completed Summary of Performance that is missing essential components (i.e., present levels of performance, post school goals). Some teachers are in need of clarification on which forms to use.</p> <p>(RIGL 300.305)</p>			
Performance	5	<p><b>Graduation Rates</b></p> <p>The Lincoln graduation rate is 86% for all students and 73% for students with disabilities. These rates are notably higher than the state average rates of 70% for all students and 56% for students with disabilities.</p>	<p>Document Review: Lincoln FY2009 CRP, based on federal formula, State Performance Plan</p>		